



# Newsletter

August 7, 2013

## **PGES Statewide Pilot Participant Web collector**

The Professional Growth and Effectiveness System (PGES) Web-based data collection tool is open until Aug. 16. **All districts must identify or verify participants** for the 2013-14 statewide pilot. If you entered all of your participants during the Spring window you must click the submit button to verify there are no changes to be made. All new employees or changes that a district wishes to identify in the web collector **must first be entered into Infinite Campus by the district**. Once this change is in IC at the district this will be reflected in the web collector the following Tuesday.

Districts are required to have a minimum of 10 percent of their schools participating in the pilot. Districts will identify their participating schools, principals and teachers. Participating teachers must not be in their evaluation cycle year; non-tenured teachers may not participate since they undergo yearly evaluations.

Teachers required per participating school:

- English/language arts: 1-2
- math: 1-2
- English Language Learners/special education: 1-2
- non-assessed: 2-3

Additional schools within the district are encouraged to participate in the pilot. Any number/configuration of teachers in the "additional schools" may participate in the statewide pilot. This information must be added to the tool as well. It is imperative that all entries are made by Aug. 16. Central office personnel that may be observers or evaluators in the pilot do not need to register in the Web collector.

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## **Principal Observation Certification**

Principals participating in the Teachscape Proficiency on-line training are required to do so as a part of the pilot implementation to observe teachers within the Teacher Professional Growth and Effectiveness System (TPGES). There is no requirement that every principal in a district take the Teachscape Proficiency training yet. However, several districts are doing this to bring about greater quality in observations related to typical evaluation procedures.

The training requirement for the implementation of the TPGES does not replace any current regulatory requirements for evaluation systems. Therefore, until KBE/KDE

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All PGES newsletters are available on the [KDE Newsstand](#).

have approved all regulatory expectations for the implementation of TPGES, districts/schools are held accountable to the current requirements. Districts are allowed to count the proficiency on-line training as update training.

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### **Observation Windows and Configurations**

There will be four observation windows within the PGES statewide implementation.

1st Window: Sept. 3-Oct. 31  
2nd Window: Nov. 1-Dec. 20  
3rd Window: Jan. 6-Feb. 28  
4th Window: March 1-April 30

Two approaches are available for districts to use.

The first is the progressive approach. It includes three mini-observations and one formal observation. The idea is to spend targeted time, approximately 20-30 minutes, in a classroom observing using domains 2 and 3 of the framework. Because these are shorter sessions, an observer likely will make note of the components observed so they can identify “look fors” in the next mini-observation sessions. The final observation of the progressive model is a formal observation, typically a full class or lesson observation. The goal of placing this one at the end is to serve as the final observation before the summative post-conference. At each observation interval, we want principals and peers to provide meaningful, just-in-time feedback as described in the training.

The second is the traditional approach including two formal observations and two mini-observations. This involves a formal observation at the beginning, two-mini observations, and a formal observation before the post-conference. Principals will conduct a preconference meeting with teachers followed by a full class or lesson observation with teachers. The two mini-observations follow, are shorter in duration and can be targeted to focus on identified components of the framework (one by a peer observer). The final formal observation includes the summative before the post-conference.

The MET study has noted that one way to increase reliability of observations is to expose a given teacher’s practice to multiple perspectives. Having different observers each observe for 15 minutes such as the “mini” observation can improve reliability. The study also notes it is important to have at least one or two full-length observations, given that some aspects of teaching scored on the Framework for Teaching were frequently not observed during the first 15 minutes of class. You can read more about How Teachers Can Be Assured Trustworthy Results in the brief that is linked to this newsletter, [Ensuring Fair and Reliable Measures of Effective Teaching](#).

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### **Peer Observer Training Module**

The release date for the peer observation training module has been pushed back to late August. KDE apologizes for the inconvenience. All peer observers should have knowledge of the Kentucky Framework for Teaching and the Professional Growth and Effectiveness System prior to taking the peer observer module. To prepare for the module, teachers should use the current resources listed in the [Guide to TPGES](#) to

increase their knowledge and skills.

To register for the August section of the training module, participants can log into Continuous Instructional Improvement Technology System (CIITS), navigate to the Educator Development Suite (EDS) and register for the August section. To do so:

- Log into CIITS.
- Click on the EDS tab.
- Use PD Search/Online Activities/then type in Peer Observer Training Module.
- Click on the August section and then register for the course. You will receive a confirmation e-mail.

As soon as the August section is updated with the URL for the training module, all registered participants will receive this information.

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### **Statewide Pilot – Processes and Forms**

Principals conducting observations within the TPGES pilot will use CIITS to enter observation evidence, align it to the Framework for Teaching and connect it to Professional Learning opportunities for teachers. If the district chooses to have teachers participate in the statewide implementation who are in the summative year of their evaluation cycle the principal must follow the processes described in the district's current certified personnel evaluation plan in addition to using the observation tools and resources located within CIITS.

The information at <http://education.ky.gov/teachers/HiEffTeach/Pages/Evaluation-Certification.aspx> is in effect through the 2013-14 school year and applies to all administrators conducting certified personnel evaluations, including formative and summative processes.

The forms at <http://education.ky.gov/teachers/HiEffTeach/Pages/Certified-Evaluation-Forms.aspx> meet the requirements and regulations for the local board of education and KDE-approved district certified evaluation plans through the 2013-14 school year.

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### **PGES Implementation Timeline Clarification**

In accordance with recent direction from the USED this year's (2013-14) PGES effort should continue to be referred to as the statewide pilot. Next year (2014-15), when everyone in all districts is participating, the effort will be referred to as statewide implementation (without consequences) which means it cannot be used for personnel decisions. The following year (2015-16), we will have full statewide implementation with consequences – which means it can be used for personnel decisions and will be included in accountability.

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### **Principal Professional Growth and Effectiveness System (PPGES)**

If principals, superintendents/designees and central office staff have not already started the PD 360 module for the PPGES, you are encouraged to do so. The module will provide you with an overview of the expectations and processes of the system. It also will expose you to the *Draft Handbook for PPGES*. The module can be completed

individually, used as a group learning experience or incorporated into a professional learning community. Go to <http://education.ky.gov/teachers/HQT/Pages/PPGES-Principal-Professional-Growth-and-Effectiveness-System.aspx> to get to the PPGES page on the KDE website and get directions for registering for the module. There are additional resources available at the site as well.

Additionally, don't forget to register for the Kentucky Leadership Academy (KLA) for the coming school year. KLA will provide principals with "just-in-time" support throughout the process of the statewide pilot. You can register by going to [www.kasa.org/subsite/dist/page/kentucky-leadership-academy-64](http://www.kasa.org/subsite/dist/page/kentucky-leadership-academy-64).

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### **Professional Growth and Effectiveness System Webcasts**

The next Professional Growth and Effectiveness System webcast will air at 3 p.m. ET Aug. 28. The topic of this webcast will be the PGES statewide pilot expectations. The Professional Growth and Effectiveness System webcasts will be held monthly throughout the 2013-14 school year. District leadership is encouraged to watch each webcast to view the most current information, resources and upcoming events to share with district and school leadership.

The most recent webcast for statewide implementation participants aired on July 24. This webcast focused on how the Educator Development Suite (EDS) within CIITS supports PGES; the second topic of the webcast focused on the Principal Professional Growth and Effectiveness System (PPGES). The archived webcast can be found [here](#). All webcasts will be archived on the KDE website one day after airing.

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### **PGES Resource**

Kentucky's Professional Growth and Effectiveness System is being formed by [the Measures of Effective Teaching \(MET\) project](#). The goal of the MET study is to find out how evaluation methods can best be used to tell teachers more about the skills that make them most effective and to help districts identify great teaching. The Bill and Melinda Gates Foundation recently released this [MET project policy and practice brief](#).